



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

critic's laying about him until no other "is left standing for ever so far around, by the time he has finished," are warned that this book will prove highly unsatisfactory to them. But those students who to their joy have read understandingly a few of Browning's poems, and who to their sorrow cannot quite grasp others, will find in the account of his life, in the exposition of his theory of poetic art, and in the statement of his philosophy much to aid them in their difficulties. It is to these and to those who are but beginning the study of the poet that the book is plainly addressed.

I have a friend who, in introducing me to another, merely says, "Mr. X, Mr. Y; Mr. Y, Mr. X." Then he stands and stares while we sound out each other's opinions on the war and the weather. We each find the other a bore and each hopes to hear the other murmur something about an appointment somewhere else. Another of my friends hovers about and tells me all the intimate and confidential matter he knows about my fellow-victim; and, to show no partiality, he does the same for me. Then he recites most outrageously flattering deceits about us both until each is ashamed to meet the other again. I have another friend who so artfully directs the conversation that my new acquaintance and I discover common interests. We find out what each has done. We are delighted to find that we belong to some superior minority. Neither discovers that our artful sponsor has left us to ourselves quite as skilfully as he brought us together, but we do discover that we like him and each other, although no two of us are wholly agreed in our opinions of the other.

In this latter way Professor Phelps introduces us to Browning. He is content with giving a dignified masculine appreciation of a masculine poet. To the stranger he will make the poet seem worth cultivating. To those who have formed opinions and who have their own interpretations, he will reveal a many-sidedness not wholly discovered before. Assuredly they will differ with him on many points, but he will not grow red in the face and denounce them for it, and they are likely to admit that a poem may be a perfectly good poem according to each of half a dozen interpretations. He becomes impatient only with those who write endlessly of Browning's obscurity, and asks, "Why do they not let Browning alone and read somebody they can understand?" It is no misdemeanor not to understand him; it is only a misfortune that need not be paraded.

UNIVERSITY OF CHICAGO

J. B. CANNING

Rural Denmark and Its Schools. By HAROLD W. FOGHT. New York: Macmillan, 1915. Pp. xv+355.

Part I discusses the "Recent Danish Agricultural Rehabilitation." The author shows that by scientifically treating and tilling the soil the rural people have reclaimed and rejuvenated extensive waste areas; through co-operative

buying, producing, and selling associations, they have improved economic conditions to a marked degree; in developing an intelligent interest in, and love for, native environment, these people have attained a social status enabling them to live richly in a spirit of contentment and true culture; and by the exercise of political power in relation to their daily life these rural folk have gained for themselves control of their nation's political destinies. The author holds that the schools have been the dominant means to these unusual ends.

Part II is devoted to the "Work of the Rural Schools in the National Reorganization." After briefly outlining the general scheme of education the writer discusses consecutively the three kinds of schools: elementary rural schools; agricultural schools; and folk high schools.

A. *The elementary rural schools.*—The present status of these schools is the natural outgrowth of the following conditions: (1) mature teachers, well trained and devoted to work in the country; (2) an attractive salary and pension schedule; (3) careful supervision; (4) enforced compulsory attendance laws; (5) state aid. Among the specific results of these provisions are: (1) less than one-tenth of 1 per cent of all the people remaining illiterate; (2) equal educational advantages throughout the country; (3) love of soil-tilling as a life-calling; and (4) a contented populace thoroughly grounded in the fundamentals of practical and cultured citizenship.

B. *Agricultural schools.*—There are twenty-nine of these institutions scattered over the country, each attempting to suit its work to the needs of its immediate agricultural environment. When we take into account the fact that seventy-five thousand small holders "must make a living out of from two or three to seven acres of land each" we can readily recognize the value of such schools.

Since the students are already practical farmers, their chief function is to transform "knowing how into understanding why." They develop leaders who dignify and perpetuate life in the open country.

C. *Folk high schools.*—There are about eighty of these schools in Denmark. Those who attend them are eighteen or nineteen years of age; they have completed the elementary-school course, and later on will probably take the more technical work in the agricultural schools. These schools have been the "horizon-broadening" leaven, working out the ends enumerated in Part I. They provide "a broad culture, furnishing its possessor with a keen world-outlook, making him altruistic, strong in love of God and fellow-man, of home and soil and native land." They beget and develop the mutual confidence between man and man which has made possible the continuance and success of these co-operative enterprises.

The book is interesting and effective. The author makes plain the definite relation between the school and the industrial, social, and religious life of the people. He convinces the reader that rural life may be cultured and complete in itself; that co-operative enterprises are advantageous; and that the schools

furnish adequate opportunity or means for the accomplishment of desired ends. Denmark demonstrates this truism: "What you would have a nation become, put into her schools."

DAVID ALLEN ANDERSON

UNIVERSITY OF WASHINGTON

Experimental Physics, A Textbook of Mechanics, Heat, Sound, and Light. By HAROLD A. WILSON, M.A., D.Sc., F.R.S., Professor of Physics at Rice Institute, Houston, Tex. Cambridge: University Press (Physical Series), 1915. Pp. viii+405. \$2.50.

The book is intended as a text for use in connection with a regular first-year college lecture-demonstration course in the above-mentioned fields of physics. It has been written on the principle that the study of a few essential principles, and phenomena, thoroughly discussed, and well explained and demonstrated, is the best method of physical instruction. For a course whose purpose it is to give one a thorough working knowledge of the essentials of physics, such a method is admirable. But, however admirable this method may be for purposes of instruction, it does not tend to stimulate the student to a natural and spontaneous interest in physics, as a more elaborate course would. Referred to this principle, the phenomena are well chosen and excellently presented, the method of presentation being based on experiment throughout. The subjects are developed in a strictly logical rather than historical manner, the derivations of the equations used being given, wherever possible, and being treated in an elegant but simple fashion. The book requires a knowledge of mathematics only through very elementary trigonometry, the derivations being purely geometrical in every case where such a derivation is possible. It is consequently excellently adapted for use by the average American college student in a first-year course in college physics. Such a book fills a long-felt need for a simple but thorough text, not requiring a knowledge of higher mathematics, to be used in courses of physics required of certain types of professional students. In this respect it is particularly well adapted to the use of pre-medical students. The only point to be regretted is the absence of a well-chosen set of problems for the student to work, which might come at the end of each chapter, illustrating the principles involved. The reference texts mentioned at the end of each chapter are excellent, being such books as Maxwell's *Matter and Motion*, Poynting and Thomson's *Properties of Matter*, and R. W. Wood's *Physical Optics*. The book could well be used as a text in an elementary college course, particularly in the fields of mechanics, wave-motion, and sound, which are remarkably well treated. It will certainly serve as a very valuable reference text, on account of its clearness and simplicity in the presentation of the phenomena.

LEONARD B. LOEB

UNIVERSITY OF CHICAGO